Dacusville Elementary

2671 Earls Bridge Rd.
Easley, SC 29640

Grades	PK-5 Elementary School	
Enrollment	638 Students	
Principal	Michael W. Fleming	864-859-7429
Superintendent	Lee D'Andrea, Ph.D.	864-855-8150
Board Chair	Dr. B. J. Skelton	864-868-9691

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Average**	**At-Risk**
2007	Average	At-Risk
2006	Average	Average
2005	Good	Average
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

http://ed.sc.gov
http://www.sceoc.org

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

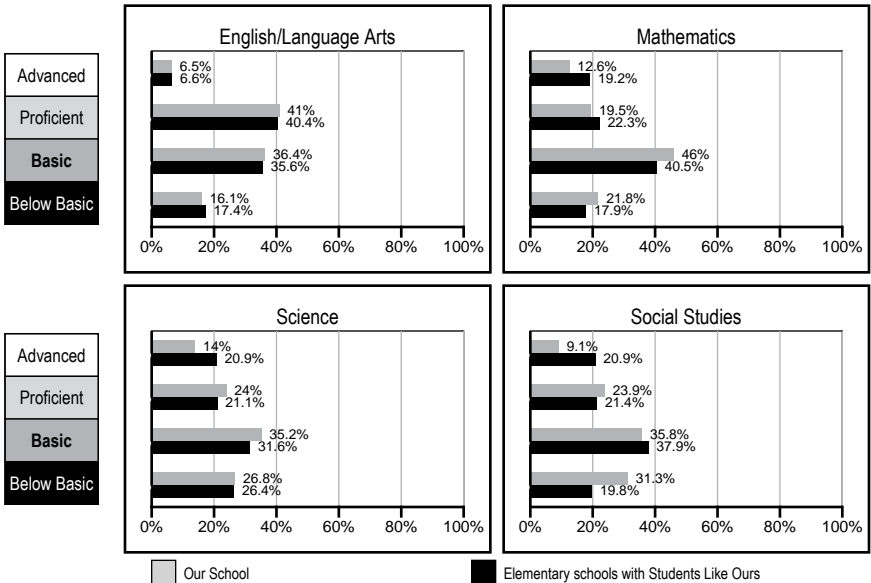| Percent of students tested in 2007-08 whose 2006-07 test scores were located	95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	21	62	4	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)

English/Language Arts

Level	Our School	Elementary schools with Students Like Ours
Advanced	6.5%	6.6%
Proficient	41%	40.4%
Basic	36.4%	35.6%
Below Basic	16.1%	17.4%

Mathematics

Level	Our School	Elementary schools with Students Like Ours
Advanced	12.6%	19.2%
Proficient	19.5%	22.3%
Basic	46%	40.5%
Below Basic	21.8%	17.9%

Science

Level	Our School	Elementary schools with Students Like Ours
Advanced	14%	20.9%
Proficient	24%	21.1%
Basic	35.2%	31.6%
Below Basic	26.8%	26.4%

Social Studies

Level	Our School	Elementary schools with Students Like Ours
Advanced	9.1%	20.9%
Proficient	23.9%	21.4%
Basic	35.8%	37.9%
Below Basic	31.3%	19.8%

☐ Our School   ■ Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=638)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.4%	Up from 3.4%	2.2%	2.3%
Attendance rate	96.0%	Up from 95.9%	96.3%	96.3%
Eligible for gifted and talented	10.5%	Down from 10.6%	12.1%	10.4%
With disabilities other than speech	5.5%	Up from 5.3%	8.2%	7.5%
Older than usual for grade	0.6%	Down from 2.0%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	47.5%	Up from 44.7%	56.0%	56.7%
Continuing contract teachers	82.5%	Up from 73.7%	78.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.3%	No Change	87.4%	86.4%
Teacher attendance rate	94.8%	Up from 94.5%	95.3%	94.9%
Average teacher salary	$45,032	Up 3.8%	$45,032	$45,345
Professional development days/teacher	13.2 days	Up from 10.8 days	12.1 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 21.8 to 1	18.7 to 1	18.5 to 1
Prime instructional time	89.4%	Up from 89.3%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	$6,520	Up 12.7%	$6,580	$7,052
Percent of expenditures for instruction*	60.1%	Up from 59.8%	68.8%	69.1%
Percent of expenditures for teacher salaries*	55.2%	Down from 57.1%	65.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

Dacusville Elementary serves a large rural community located in the northeastern corner of Pickens County. The faculty of 46 members and staff of 33 members take pride in the educational opportunities and services we offer our 640 students and their parents. DES has an active PTO, volunteer program, and School Improvement Council. Their efforts further enhance our educational program. A school nurse, guidance counselor and two Therapeutic Behavioral Services counselors work to meet needs and coordinate outside services for students and families in need of assistance.

Each grade level conducts parent workshops to assist parents in understanding the expectations of the grade-level curriculum and to offer suggestions to help assure academic success. Students participate in Accelerated Reader and Accelerated Math. A morning remediation program provides academic assistance in core academic classes for all students in grades 3-5 with academic plans

DES is proud to have four teachers who have earned National Board Certification. Two teachers are in the process of becoming nationally certified. A full time instructional coach is provided for ongoing, site-based staff development throughout the year.

DES is a Red Carpet school and participates in various academic and enrichment programs such as: South Carolina Academy of Science Competitions, Duke University talent search, Lieutenant Governor's Writing Award, Governor's Citizenship Award, Chic-fil-A Character Core Essentials, Traveling Trash Bash, Pickens County Soil and Water Conservation District Essay/Poster contest, and a Walk for Education in collaboration with Dacusville Middle School. The school's PTO and SIC sponsored the fourth annual Dacusville Community Expo. Other service opportunities are provided through participation in Jump Rope for Heart and March of Dimes' Walk America. A walk for Lymphoma and health fair were in the spring. Dacusville faculty and staff participated in and won the Zest Quest faculty/staff challenge. Family movie night, field days, honors and awards nights, kindergarten year-end celebrations and fifth grade graduation all provide additional opportunities for parent involvement. An electronic message board is in place to improve communication with parents and community. DES has a strong volunteer program and recorded the most volunteer hours in the district for the second straight year.

Dacusville Elementary School will continue to seek methods and means for preparing students for middle school and beyond. Our goal is to make DES a happy place where all are learning!

Michael W. Fleming, Ed.D, principal
Tracy Anderson, Holley Gaston, co-chairpersons, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	89	53
Percent satisfied with learning environment	100.0%	84.3%	82.7%
Percent satisfied with social and physical environment	89.7%	84.1%	84.6%
Percent satisfied with school-home relations	84.6%	88.5%	81.1%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Adequate Yearly Progress   NO

This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

*   Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	**The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."**
HOLD	**The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."**

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	281	100	16.1	36.4	41	6.5	61.7	55.9	48.2	Yes	Yes
Gender											
Male	155	100	23.6	39.6	33.3	3.5	52.8	49.1	41.7	N/A	N/A
Female	126	100	6.8	32.5	50.4	10.3	72.6	63	55	N/A	N/A
Racial/Ethnic Group											
White	273	100	15.7	35.8	41.7	6.7	62.6	58.4	60	Yes	Yes
African American	6	I/S	I/S	I/S	I/S	I/S	I/S	36.2	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	41.4	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	47	I/S	I/S
Disability Status											
Disabled	32	100	58.6	24.1	17.2	0	31	17.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	133	100	24.6	38.1	33.9	3.4	48.3	41	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	281	100	21.8	46	19.5	12.6	44.8	52.3	45.8	Yes	Yes
Gender											
Male	155	100	23.6	43.1	21.5	11.8	45.8	52.2	45.6	N/A	N/A
Female	126	100	19.7	49.6	17.1	13.7	43.6	52.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	273	100	21.3	46.1	19.7	13	45.7	55	59	Yes	Yes
African American	6	I/S	I/S	I/S	I/S	I/S	I/S	28.8	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.1	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	42.8	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	45.5	46.2	I/S	I/S
Disability Status											
Disabled	32	100	48.3	34.5	17.2	0	20.7	18.4	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.2	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	133	100	28	51.7	10.2	10.2	34.7	37.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	190	100	26.8	35.2	24	14	38	43.9	35.7	96	96.2
Gender											
Male	108	100	26	42	19	13	32	46.3	37.4	96	96.2
Female	82	100	27.8	26.6	30.4	15.2	45.6	41.4	33.8	95.9	96.3
Racial/Ethnic Group											
White	184	100	26	34.7	24.9	14.5	39.3	46.9	49.2	95.9	96.2
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	19.4	17	96.7	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	72.9	58	N/A	98
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.9	24.9	98.4	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95	94.9
Disability Status											
Disabled	21	100	63.2	26.3	10.5	0	10.5	15.7	14	95.5	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39	24.4	99	97.3
Socio-Economic Status											
Subsized meals	89	100	35	35	21.3	8.8	30	30.4	21.1	95.3	95.3
Social Studies											
All Students	191	100	31.3	35.8	23.9	9.1	33	43.8	34	96	96.2
Gender											
Male	102	100	27.7	38.3	23.4	10.6	34	46.1	36.6	96	96.2
Female	89	100	35.4	32.9	24.4	7.3	31.7	41.3	31.3	95.9	96.3
Racial/Ethnic Group											
White	186	100	30.8	36	24.4	8.7	33.1	45.8	44.5	95.9	96.2
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	24.6	19.1	96.7	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.7	58.9	N/A	98
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	38.5	27.5	98.4	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95	94.9
Disability Status											
Disabled	21	100	66.7	33.3	0	0	0	16.3	14.4	95.5	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	27.3	99	97.3
Socio-Economic Status											
Subsized meals	87	100	41.3	30.7	21.3	6.7	28	29.6	21	95.3	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	95	100	14.1	18.5	56.5	10.9	67.4
	4	88	100	12.3	38.3	44.4	4.9	49.4
	5	103	100	21.1	36.8	37.9	4.2	42.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	84	100	3.8	25.3	54.4	16.5	70.9
	4	102	100	17	31.9	46.8	4.3	51.1
	5	95	100	26.1	51.1	22.7	0	22.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	95	100	15.2	56.5	21.7	6.5	28.3
	4	88	100	17.3	42	23.5	17.3	40.7
	5	103	100	24.2	46.3	21.1	8.4	29.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	84	100	13.9	50.6	17.7	17.7	35.4
	4	102	100	22.3	42.6	20.2	14.9	35.1
	5	95	100	28.4	45.5	20.5	5.7	26.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	47	100	39.1	39.1	13	8.7	21.7
	4	88	100	25.9	35.8	19.8	18.5	38.3
	5	51	100	42.9	32.7	20.4	4.1	24.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	42	100	20	37.5	32.5	10	42.5
	4	101	100	23.4	36.2	24.5	16	40.4
	5	47	100	40	31.1	15.6	13.3	28.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	48	100	10.9	37	43.5	8.7	52.2
	4	88	100	19.8	48.1	18.5	13.6	32.1
	5	52	100	32.6	45.7	13	8.7	21.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	42	100	17.9	41	30.8	10.3	41
	4	101	100	28.7	33	27.7	10.6	38.3
	5	48	100	48.8	37.2	9.3	4.7	14
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample